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Reading and Access Research Activity

# Quarterly Report

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## List of Acronyms

ATAP	Abubakar Tatari Ali Polytechnic
ATBU	Abubakar Tafawa Balewa University
ATWG	Access Technical Working Group
BSU	Bauchi State University
CAPI	computer-assisted personal interview
CBMC	Center-Based Management Committee
CIG	Cognitive Interviewing Guide
COE	college of education
COP	chief of party
COR	Contracting Officer's Representative
COT	Center Observation Tool
CSO	civil society organization
CSM	Capacity Survey Matrix
CSQ	Capacity Survey Questionnaire
DEC	Development Experience Clearinghouse
DFID	United Kingdom Department for International Development
ECQ	Eligible Child Questionnaire
EdData II	Education Data for Decision Making
EGRA	Early Grade Reading Assessment
F	female
FME	Federal Ministry of Education
FS	Field Survey
GPE	Global Partnership for Education
HHS	household survey
HHQ	household questionnaire
IQE	integrated Qur'anic education
IQTE	Islamiyya, Qur'anic, and Tsangaya Education
IRB	Institutional Review Board
IRR	inter-rater reliability test
KSA	knowledge, skills, and attitudes
LGA	Local Government AREA
M	male
MASS	Monthly Attendance Summary Sheet
MOE	Ministry of Education
MRA	Ministry of Religious Affairs
MTSS	midterm sector strategy
N	Nigerian naira
NBS	National Bureau of Statistics
NGO	nongovernmental organization
NMEC	National Mass Education Commission
P2	Primary 2
P3	Primary 3
PGQ	Parent Guardian Questionnaire
PIQ	Parent Interview Questionnaire
PMP	Performance Monitoring Plan
QLC	Qur'anic Learning Center

RAC	Reading Advisory Committee
RARA	Reading and Access Research Activity
RCT	randomized controlled trial
RMT	Routine Monitoring Tool
RTWG	Reading Technical Working Group
SAME	State Agency for Mass Education
SBMC	School-Based Management Committee
SOME	State Ministry of Education
SSO	School Support Officer
STTA	short-term technical advisor
SUBEB	State Universal Basic Education Board
TOT	training of trainers
TWG	technical working group
UBEC	Universal Basic Education Commission
USAID	U.S. Agency for International Development
USG	U.S. Government

# I. PROGRAM OVERVIEW (SUMMARY)

<b>Program Name:</b>	Reading and Access Research Activity
<b>Activity Start Date and End Date:</b>	February 14, 2014, to November 13, 2015
<b>Name of Prime Implementing Partner:</b>	RTI International
<b>Task Order Number:</b>	AID-620-BC-14-00002
<b>Name of Subcontractors/ Sub awardees:</b>	Cambridge Education Mott McDonald, USA National Bureau of Statistics, Nigeria
<b>Major Counterpart Organizations</b>	Ministries of Education and State Universal Basic Education Boards in Bauchi, Jigawa, Kaduna, Kano, Katsina, and Sokoto States
<b>Geographic Coverage (cities and/or countries)</b>	Bauchi, Jigawa, Kaduna, Kano, Katsina, and Sokoto States, Nigeria
<b>Reporting Period:</b>	July to September 2015

## I.1 Program Description/Introduction

The Reading and Access Research Activity (RARA) is being implemented on behalf of the U.S. Agency for International Development (USAID)/Nigeria through services procured under Education Data for Decision Making (EdData) II. The intent of the initiative is to provide data that will help Nigeria advance in contributing to both Goal One and Goal Three of the Education Strategy. Analyses conducted in Bauchi, Sokoto, Jigawa, Kaduna, Kano, and Katsina states will provide useful information to inform future interventions.

Data collected from research activities to both improve reading skills and increase access to schooling will also assist government actors, donor partners, civil society, the private sector, and USAID technical staff to develop a more nuanced understanding of what activities in support of improved reading and greater school access could be taken to scale in the context of northern Nigeria.

**Annex A** presents a summary of RARA progress in all components to date. The research activities for this initiative are as follows:

**Component 1:** Conduct data collection and analysis of key aspects of reading instruction and educational access.

- A. Provide data on reading instruction practices in 10 classrooms in Bauchi and Sokoto.
- B. Provide data on the context, environment, and functioning of Qur'anic schools.
- C. Conduct a survey and analysis of available instructional materials in Hausa.
- D. Conduct an analytical review of the Early Grade English Curriculum program funded by the United Kingdom Department for International Development (DFID).

**Component 2:** Conduct Early Grade Reading Assessment (EGRA) testing in two grades in Hausa and English in a representative sample of primary and Integrated Islamiyya, Qur’anic, and Tsangaya education (IQTE) schools in Jigawa, Kaduna, Kano, and Katsina.

- A. RTI International will replicate the EGRA exercise conducted in May 2013 in Bauchi and Sokoto states. The assessment will be administered to a random sample of pupils in Primary 2 (P2) and Primary 3 (P3) in formal government schools, as well as to pupils in Stage 1 and Stage 2 at IQTE schools. RTI will also conduct EGRA in Hausa for pupils enrolled in P2 and Stage 1, as well as EGRA in Hausa and English for pupils in P3 and Stage 2.

**Component 3:** Conduct and evaluate a randomized controlled trial (RCT) in the instruction of reading in Hausa in P2 in 30 schools each in Bauchi and Sokoto.

- A. To address the current gaps in Hausa reading achievement, RTI will evaluate one approach to accelerate Hausa reading acquisition in the primary grades. This approach will be tested with P2 pupils in traditional formal government schools and with teachers who are responsible for teaching Hausa.

**Component 4:** Conduct access research in Bauchi and Sokoto states.

- A. Conduct analysis study of access interventions
- B. Conduct household surveys (HHSs) on the perception of school quality (i.e., conduct household listing [HHL] and HHS of catchment communities)
- C. Measure the impact of integrating Qur’anic learning centers
- D. Map the extent of primary itinerancy Almajiri in Bauchi and Sokoto states (i.e., conduct a respondent referral survey)
- E. Develop and test an equitable access monitoring framework
- F. Conduct a capacity mapping study of Nigerian civil society organizations (CSOs) focused on education.

**Component 5:** Report all findings, conclusions, and recommendations to stakeholder governments, USAID, and multilateral and nongovernmental organizations (NGOs)

## 2. ACTIVITY IMPLEMENTATION PROGRESS

### 2.1 Progress Narrative

#### Component 1

During the reporting period (October - December 2014), RARA submitted all desk studies to USAID. All studies for component 1 were approved and subsequently posted to the Education Data for Decision Making (EdData II) website (<https://www.eddataglobal.org/countries/index.cfm?fuseaction=showdir&pubcountry=NG&statusID=3&showtypes=0>) and Development Experience Clearinghouse (DEC) (<https://dec.usaid.gov>) web sites.

#### Component 2

All work under this component was completed in the second quarter of 2014.

#### Component 3

Several significant activities took place during this quarter. They included the following.

#### **Reading Advisory Committee (RAC) and Reading Technical Working Group (RTWG) Meetings**

The fourth RAC/RTWG meetings were held in Sokoto (August 20, 2015) and Bauchi (August 27, 2015) states. The objective of the meetings was to update stakeholders on the RARA Hausa reading program, provide an update on the status of RARA research activities, and present preliminary data from EGRA and other tools used to gather endline data collection in Sokoto and Bauchi states, as well as to discuss the implications of these results for future decision making, planning and scale-up.

Participants at the RAC/RTWG included representatives from the state colleges of education (COEs), Ministry of Education (MOE), State Universal Basic Education Board (SUBEB), State Ministry of Education (SMOE) and the State Agency for Mass Education (SAME). Head teachers, School Support Officers (SSOs), education secretaries, members of the School-Based Management Committees (SBMCs), and area education officers for the Local Government Education Authorities (LGEAs) were also in attendance.

The results from the teacher and SSO observations showed that teachers have improved in teaching all major reading skills. Areas of notable improvement include teaching handwriting, vocabulary, and comprehension (including questioning techniques); engaging pupils throughout the classroom; and having pupils read from their pupil books and telling them to read outside the classroom. However, the area most in need of improvement is helping pupils to read individually.

The RARA approach showed that teachers and SSOs can become mutual supporters and friends with proper training provided to them. Frequent coaching and monitoring visits enhance teachers' fidelity to the implementation of RARA Hausa reading lessons in the treatment schools in Sokoto and Bauchi States. The SBMC and community outreach events demonstrated that if parents and community members learn about the importance of reading, they will in turn play a crucial role in their children's development of reading skills.

The preliminary results from the end line data collection show that the RARA approach has

resulted in a significant, positive shift in the distribution of scores across subtasks, with significantly fewer P2 pupils scoring zero. Mean scores increased notably, indicating the RARA approach is improving children's reading skills.

Importantly, the results of the RARA reading research revealed that a holistic approach to teacher professional development is necessary in order to improve reading and pedagogical practices. Improvements observed in both teachers' reading instruction and the EGRA results indicate that the states are on the right path to achieving better reading outcomes. The following key recommendations were put forward at the RAC/RTWG meetings in Sokoto and Bauchi states:

- Trainings should be conducted once a term using the RARA cluster meeting model, rather than the workshop model. RARA trained teachers and SSOs should be adopted as facilitators of such cluster meetings and trainings.
- The states will produce the RARA reading materials for distribution to schools, including the provision of training to teachers on how to use them. RARA trained a cadre of teachers, and SSOs will lead this process.
- Additional supervisors will be trained in how to be SSOs and critical pedagogical supports and friends of teachers. Also, SBMC and community outreach events will be given priority on the RARA reading research workplan. These items will be included in the 2016 midterm sector strategy (MTSS), budget, and SUBEB annual training plans to be funded by the Universal Basic Education Board (UBEC).
- The production of RARA reading books and training of teachers has been included in the Global Partnership for Education (GPE) plan for Sokoto State. The quality assurance, school services, and social mobilization departments of SUBEB and project implementation units for the GPE will be responsible for implementing these activities in Sokoto State.

### **Refresher Training for Reading Research End line Data Collection**

In preparation for the reading research end line data collection, RARA organized a refresher training for assessors in Bauchi State for four days August 3–6, 2015. Assessors and supervisors were selected from MOE, SUBEB, SAME, Abubakar Tatari Ali Polytechnic (ATAP), COE, LGEA, Abubakar Tafawa Balewa University (ATBU), and Bauchi State University (BSU) for the endline data collection exercise.

The training included two days of school visits, during which data assessors had an opportunity to practice instrument administration and survey logistics in schools. At the end of each practice visit to schools, a debriefing session was conducted to determine what worked and to identify areas for additional training. Two inter-rater reliability (IRR) tests were conducted for all data assessors to ensure that assessors selected for the end line data collection met specific standards for collecting reliable data.

### **Reading Research Endline Planning Meeting**

A planning meeting was organized to prepare the team leaders for the endline data collection in Bauchi State. During this meeting, participants reviewed protocols for the school visits, discussed team roles and responsibilities, and engaged in further practice of specific instruments.. Emphasis was placed on daily checking, saving, and uploading of end line data. Lessons learned from the Sokoto state endline data collection were also discussed and factored into the planning of the Bauchi data collection. The meeting further provided an opportunity to ensure that the materials and equipment needed for each team were available and functioning properly.

Team leaders, who are responsible for monitoring the data collection process, were provided with



additional reminders about their roles and their data collection responsibilities, such as completing the school daily summary report with information about all instruments collected during each school visit.

## **Endline Data Collection**

RARA successfully conducted the reading research endline data collection exercise in 60 schools (30 control and 30 treatment schools) across Bauchi State over a five-day period, August 10–14, 2015.

The endline survey collected data that will be analyzed to evaluate the RARA approach to improving reading outcomes among P2 pupils. For this exercise, data assessors and supervisors were drawn from MOE, SUBEB, ATAP, SAME, ATBU, and BSU. A total of 57 assessors were selected based on their performance in the inter-rater reliability test (IRR) organized during the refresher training. The majority of the assessors were also involved in the baseline data collection, and were therefore experienced in the survey instruments and procedures.

The RARA team provided hands-on supervision and monitoring support to the 12 data collection teams deployed for the endline. Data collection in both the treatment and control schools was successful, and there were no major issues that warranted a rescheduling. Furthermore, all the SSOs in the treatment schools were interviewed per cluster, as were the SSOs for the control schools.

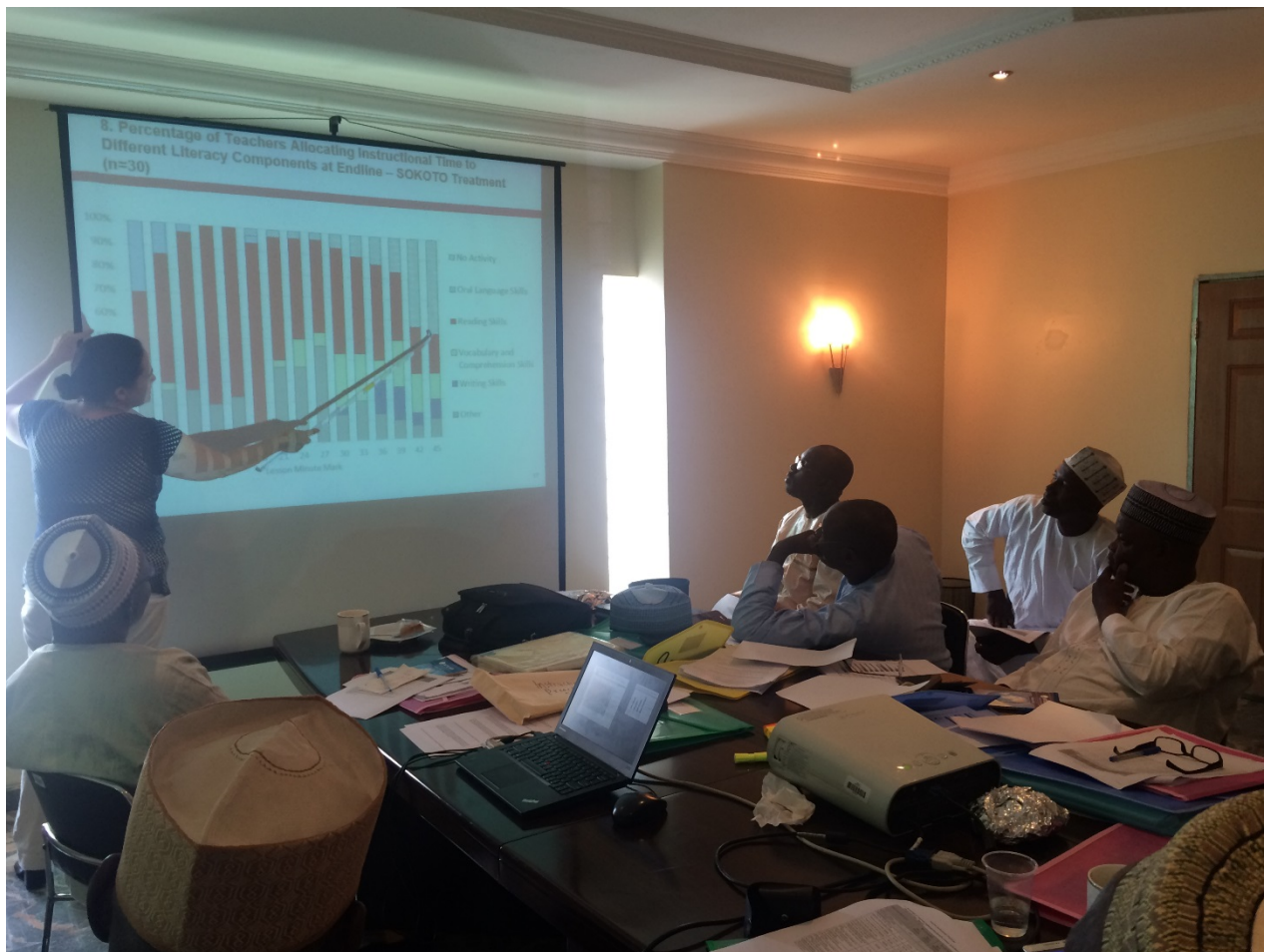
## **Endline Results Analysis Workshop**

Select members of the RAC, RTWG and RARA staff from Sokoto and Bauchi states convened for a workshop September 14-17, 2015, at the RARA Abuja office to review and discuss initial results of the reading research evaluation, as well as to prepare for dissemination events. Five individuals per state were invited, for a total of 10 state partners and five RARA staff. The purpose of this workshop was to provide an opportunity for key state partners to have an in-depth discussion of the results, to understand the statistical terminology and to ask questions. Presentations and discussion centered on the key takeaways and implications of the results. An important component of the workshop was providing time for state partners to identify information they would like to present for the state and national dissemination events, and to practice explaining the results. The workshop was facilitated by RTI home office short-term technical assistance (STTA) Alison Pflepsen and Karon Harden.

The results presentation focused on the EGRA results and data gathered from classroom observations on teacher instructional practices; information on teachers', Head Teachers' and SSOs' reading knowledge and beliefs; demographic data for teachers, pupils, head teachers, and SSOs; and feedback from them on various aspects of the RARA approach, such as materials, training, and participants' perception of security in the treatment and control schools in both states.

Participants reviewed the EGRA results for seven subtasks: letter sound identification, non-word reading, oral reading fluency, reading comprehension, listening comprehension, letter dictation, and word dictation. The review focused on the percentage change in zero scores and in mean scores, as well as gains made over time (from baseline and endline) and by group (control and treatment). Emphasis was placed on the overall net gain/impact on reading improvement attributable to the RARA approach. In addition, factors that can influence outcomes such as the links (relationships) between pupil reading outcomes and demographic characteristics, behaviours, and other aspects

of the learning environment were discussed.



Representatives from the Bauchi and Sokoto states TWG review and discuss results from the RARA approach research. Photo by RTI International

- Discussions and analysis of the non-EGRA results focused on: Changes in reading instructional practices measured through classroom observation using the non-timed classroom observation tool
- Change in the time spent teaching core reading skills and increases in time-on-task measured by the timed classroom observation instrument
- Change in the classroom environment with regards to availability of teaching and learning materials measured by the classroom inventory tool and change in teachers knowledge, skills, and attitudes (KSA) with regards to reading, measured by the KSA tool

Furthermore, the non-EGRA results included perceptions of teachers, head teachers, and SSOs about security and also provided participants (head teachers, teachers, and SSOs) feedback on the RARA approach. They looked at some of the characteristics and demographic information of the sample such as qualifications, years of teaching experience, age range of pupils in P2 classes, number of times Hausa is taught per week, etc.

An important objective of this workshop was to ensure that RAC/RTWG and RARA staff understood the results and key takeaway messages, practiced presenting them, and discussed

implications of these results for both states. Workshop participants made presentations and received feedback on their presentations. Success stories “beyond the numbers” regarding individuals, schools and system-level changes were also shared across both states.

### **Final Materials Review Workshop**

A three-day materials review workshop was held in Abuja September 28–30, 2015, with selected members of the RTWG from Sokoto and Bauchi states present, as well as a Hausa language consultant and the RARA materials desktop publisher/graphic artist. The workshop focused on conducting a final review of the RARA Hausa reading program materials: the Teacher’s Guide, Pupil Reading Book, Story Read Aloud Book, and Teacher Reflection Journal. In the course of the workshop, minor edits were made to ensure that language, grammar, and other orthography-related issues were updated in line with observations made during the course of the research activity.

During the workshop, participants worked in pairs to review the materials in detail. In addition, a RARA staff member was designated to work closely with the desktop publisher/graphic artist to effect the changes agreed to by the review team. All revisions will be finalized in October 2015, with an updated book layout prepared for printing and distribution to the second cohort of P2 pupils for use in the 2015–2016 school year in both states.

With respect to the materials, the COE in Azare, Bauchi, submitted a request to RARA asking if it could use the RARA reading approach in its model school. The COE further requested if RARA could supply the college with teaching and learning materials for the teachers and pupils. A copy of the letter is included in **Annex C** of this report. The RARA COP provided approval for the COE introduce the RARA approach in the model school, and provided electronic copies of the materials to be reproduced.

## **Component 4**

Several significant activities, described below, took place during this quarter.

### **Access Technical Working Group (ATWG) Meetings**

The ATWG meeting was held July 9, 2015, in Sokoto and Bauchi states, for the purpose of reviewing completed and planned access research activities. ATWG members are representatives from SAME, SUBEB, SMOE, MOE, Ministry of Religious Affairs (MORA), and CSACEFA. ATWG members were briefed on observations and preliminary findings from the completed integrated Qur’anic education (IQE) midline and routine monitoring exercise. RARA research coordinators also highlighted plans for conducting the CSO capacity survey in both states.

Draft reports of the Survey of Itinerant Qur’anic Learning Centers and Almajiri Learners, IQE research study (baseline and midline data collections), and National Bureau of Statistics (NBS) HHS baseline were presented to the ATWG members for a section-by-section review.

Planned activities for HHS endline, IQE endline, IQE parent interviews, an equitable access monitoring framework, and the CSO capacity survey were also presented to the ATWG members. Participants were informed of the upcoming state and national dissemination meetings scheduled for October 2015.

### **Household Survey Endline Trainings**

A five-day training for HHS endline data collectors was organized in both states July 6–9, 2015. Participants were trained on the use of the computer-assisted personal interview (CAPI) devices and the application of the Field Survey (FS) Mobile app (including the case management system, questionnaire module navigation, general interviewing techniques, loading and uploading HHS

cases). Participants reviewed the different questionnaires (Eligible Child Questionnaire [ECQ], Household Questionnaire [HHQ], Parent Guardian Questionnaire [PGQ]) in the HHS endline module through a series of practical sessions and role playing facilitated by RARA and NBS personnel. The training focused on mock interviews, assigned responsibilities of field officers and supervisors, finalization of logistics plans, and the data collection schedule, including the identification of households to be visited by each data collection team. Immediately prior to the data collection, a one-day refresher training was held on July 20, 2015, for HHS data collectors in both Sokoto and Bauchi states on the final instruments.

### Household Survey Endline Data Collection

Data collection for the HHS endline commenced July 21, 2015, and concluded August 2, 2015 (**Table 1**). The HHS endline data collection was conducted over a two-week period in both states. RARA state research coordinators monitored the exercise alongside assigned supervisors from NBS, MOE, and SUBEB.



*Household Survey (Endline Data Collection, Gwadabawa, Sokoto State) Photo by RTI International*

**Table 1. Household Survey Endline (Sokoto and Bauchi)**

States	Persons Interviewed			Households Visited		
	M	F	Total	M	F	Total
Bauchi	686	611	1297	925	372	1297
Sokoto	744	541	1285	920	365	1285
Grand Total	1430	1152	2582	1845	737	2582

## IQE Parent and Child Interview Questionnaire Pilot

As a follow-up activity to the IQE endline data collection exercise, parents of learners from selected IQE learning centers in Sokoto and Bauchi states were interviewed to determine attitudes and practices around learner participation, enrollment, and drop-out from integrated classes. To this end, RARA developed a Parent Interview Questionnaire (PIQ) to be administered.

Over a five- day period, the questionnaire forms were piloted in four IQE learning centers in Sokoto and Bauchi state, two per state. The questionnaires were administered by the respective research coordinators as the lead interviewers with support provided by the monitoring and evaluation (M&E) advisor in Bauchi and the education program officer in Sokoto as note takers. It is important to note that the malams were most helpful in securing the attendance of respective respondents, both parents and learners, for the pilot exercise.

For the purpose of conducting a pilot, the team visited the Tsangayar Mallam Ahmed Usman Zungur Qur'anic Learning Center (QLC) in Bauchi local government and the Tsangayar Mallam Usman Sade QLC in Unguwar Baba Sade, Darazo LGA. A total of six parents were interviewed during the process in Sokoto as well. The centers visited in Sokoto as part of the pilot were Darul Hikima Wanbai in Yabo LGA and Makarantar Malan Idris Tudun Yola in Sokoto North LGA.

The team used cognitive interviewing techniques during the pilot process. The purpose of cognitive interviewing is to gather feedback from survey respondents on the questions to inform instrument development. This feedback includes the following:

- Are questions/response options clear and understandable in terms of what they are asking?
- Are questions/response options clear in terms of terminology and language?
- Are respondents able to recall the information asked? What are their strategies for information recall?
- Do the response options fully capture participant experiences/responses?
- Are any of the questions sensitive? Are any producing a “socially desirable” response?

The total number of people participating in the pilot and the forms used are listed in the table below:

**Table 2. IQE Parents Questionnaire Pilot (Sokoto and Bauchi)**

Integrated Qur'anic Learning Centers	State	Persons Interviewed	Form A	Form B	Form C
Tsangaya Malam Ahmed Usman Zungur	Bauchi	4	1	2	1
Tsangaya Malam Usman Sade	Bauchi	3	1	1	1
Darul Hikima Islamiyya (Wambai Yabo)	Sokoto	3	1	1	1
Makarantar Malam Idrisu Ahmed Tudun Yola	Sokoto	3	1	1	1
<b>Total</b>		<b>13</b>	<b>4</b>	<b>5</b>	<b>4</b>

## IQE Routine Monitoring Exercise

As a follow-up from the midline data collection exercise, RARA employed the use of the Routine Monitoring Tool (RMT) for documenting findings from field visits to selected centers. The RMT consists of the Monthly Attendance Summary Sheet (MASS) and the Center Observation Tool



(COT). The MASS tool reviews learner participation by collecting monthly attendance data from each center for June and July 2015.

The COT was used by the RARA state research coordinators to review the adequacy of learning materials, existing learning center facilities, community support received, and state monitoring of the integration program among other data points.



*Tsangaya Yusuf Garba Aru, Warji LGA, Bauchi State. Photo by RTI International*

### **IQE Endline Data Collection**

The IQE endline data collection exercise was conducted in August 2015, immediately after the pilot of the IQE PIQs in Sokoto and Bauchi states (**Tables 5 and 6**). The exercise was supervised by the M&E advisor along with RARA state research coordinators. A review of the IQE baseline and endline data helped determine the appropriate sample size for the different learner parent categories to be interviewed during the parent household interviews. Learner parent categories sampled included parent guardians of children who enrolled and of children who chose not to participate. Completed results from the endline survey will be analyzed and discussed in a forthcoming final report.

**Table 5. Integrated Lessons Enrollment Endline (Sokoto)**

<b>IQE Centers</b>	<b>LGAs</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Darul Hikima Islamiyya	Yabo	32	46	78
Makarantar Mallam Idrisu Ahmed	Sokoto North	50	100	150
Makarantar Mallam Liman Madugu	Tambuwal	46	31	77
Makaranta Mallam Hadi	Kware	67	46	113
<b>Total</b>		<b>195</b>	<b>223</b>	<b>418</b>

**Table 6. Integrated Lessons Enrollment Endline (Bauchi)**

<b>IQE Centers</b>	<b>LGAs</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Tsangaya Mallam Ahmed Usman Zungur	Bauchi	41	22	63
Tsangaya Mallam Abdu Tsoho (Yanda Bayau)	Dambam	43	4	47
Tsangaya Mallam Usman Sade	Darazo	74	8	82
Tsangaya Musa Mai Wake (Babbar Gamawa)	Gamawa	89	9	98
Tsangaya Yusuf Garba Aru (Aru Village)	Warji	122	40	162
<b>Grand Total</b>		<b>369</b>	<b>83</b>	<b>452</b>

### **IQE Parent Interview Data Collectors Training**

The training of data collectors was held September 1, 2015. The training was conducted by RARA research coordinators. A total of 11 data collectors were trained in Sokoto and Bauchi states on the administration of the IQE PIQs and on the interpretation of learner categories, sequence of questions, response options, use of probing questions, and basic interviewing techniques. Data collectors were drawn from SAME and SUBEB.

Participants were guided through the different three PIQs:

- Questionnaire Form A: Integrated Lessons (Dropped Out)
- Questionnaire Form B: Non-Participation in Integrated Lessons (Opted Out)
- Questionnaire Form C: Participation in Integrated Lessons (Enrolled in Integrated Lesson)

### **IQE Parent and Child Interview Questionnaire Data Collection**

The IQE parent interviews were conducted over a two-week period in Sokoto and Bauchi states, September 2–11, 2015. RARA state research coordinators supervised the exercise. A total of 102 interviews were conducted across nine QLCs in Sokoto and Bauchi (**Table 7**).

**Table 7. IQE Parent Interviews (Sokoto and Bauchi)**

State	IQE Centers Visited	Persons Interviewed	Form A	Form B	Form C
Sokoto	4	47	8	19	20
Bauchi	5	55	25	5	25
Total	9	102	33	24	45

### **Finalization of CSO Capacity Survey**

Following the successful pilot of the CSO Capacity Survey Questionnaire (CSQ), the feedback from the exercise was used to update and finalize the tool. The CSQ contained a final list of 50 questions cutting across six core capacity competency areas: administration, management, financial, M&E, programmatic, and human resources.

In tandem with the CSQ, the CSO Capacity Study Matrix (CSM) was also finalized. The CSM is an organization-level tool developed to survey the six core competencies of selected CSOs in Sokoto and Bauchi states. RARA has recommended that the CSM be adopted by the organizations in each state and state education authorities as an instrument for capacity strengthening and prioritization, through development of capacity building plans or organizational training plans.

### **Preparations for the CSO Capacity Survey**

RARA worked during this quarter to prepare for the CSO capacity survey, scheduled to be conducted over a period of two weeks (October 5–16, 2015) in both states. A four member team in each state was tasked with administering the CSQ to selected CSOs. RARA Access research coordinators will lead the one-day training of data collectors in each state. Data collection will commence on October 6 and conclude on October 16, 2015. It is expected that each state team will survey a minimum of two CSOs per day.

### **Access Research Data Review Meeting**

In preparation for the planned state and national dissemination meetings, a two-day meeting was held in Abuja to review research results to date. Participants were drawn from the SUBEB, NBS, SMOE, SAME, and selected members of the states' Access Technical Working Group (ATWG). The gathering served to provide an opportunity for the RARA team and respective state partners to reflect on the multiple research reports.

RARA Chief of Party (COP) Mr. Drake Warrick welcomed participants to the event and provided an overview and planned activities for the meeting. The meeting adopted a three-stage process of results presentations, group discussions, and plenary sessions for each major research activity, as outlined below:

- Household Survey (HHS) – Facilitated by NBS
- Integrated Qur'anic Education (IQE) Research – Facilitated by Aliyu Isa (Research Coordinator)
- Itinerant Almajiri Research – Facilitated by Sadiq Ilelah (Research Coordinator)
- CSO Capacity Survey – Facilitated by Augustus Emenogu (M&E Advisor)
- Equitable Access Monitoring Framework – Facilitated by STTA Bidemi Carol
- Closing Plenary





*Participants at the Access research meeting engaging in group discussions. Photo by RTI International*

At the conclusion of the meeting, participants select the presenters to do the research studies at the planned state dissemination meetings.

The ATWG members at the meeting also discussed a number of recommendations vis-à-vis the access research results. These recommendations—which will be described more fully in the final reports, include:

- Timely release of budgeted funds to respective state agencies will significantly improve the support provided to integrated QLCs.
- Agencies should provide adequate teaching and learning materials for the IQE centers as and when needed.
- Regular monitoring of integrated QLCs should be prioritized and intensified—beyond three center visits planned each year.
- Updated M&E systems and tools should be improved to provide timely information on IQE learning centers.
- There is an urgent need for the state to formally domesticate the national policy (by the National Mass Education Commission [NMEC]) beyond the adoption of certain components currently being used informally by state agencies.
- There should be a systematic registration process to identify the total number of QLCs in the states.
- Improved practices around management of data on learner participation are critical in order to have accurate information to inform decisions regarding the integration program.
- Community sensitization and advocacy are vital for the success of the integration program. Center-Based Management Committees (CBMCs) can play a prominent role in this regard.
- States should provide more rigorous monitoring and support to facilitators. State officials should provide greater operational guidance of integrated lessons.

At the end of the meeting, participants developed the presentation outline for the state dissemination meetings and consequently assigned respective facilitators for each session.



*Data review plenary session. Photo by RTI International*

## **Component 5**

### **Preparation for State and National Dissemination Meetings**

State-level dissemination meetings are scheduled for October 12, 2015, in Sokoto and for October 20, 2015, in Bauchi. Prior to these events, RARA staff will continue to work with state partners to prepare and practice presentations, as well as prepare appropriate materials and handouts. The state MOE, SAME, and SUBEB will lead the design and implementation of state events, with support from RARA. RARA will support state partners in planning activities, such as event design, transmission of save-the-date messages, and invitations to key stakeholders, as well as the agenda development. Upon the completion of the dissemination meetings and national summit, RARA will make available the respective event presentations and research findings to USAID and the public.

Following the state dissemination meetings, the national stakeholder summit will be held October 28, 2015, in Abuja. Expected participants include SUBEB, MOE and other state government representatives from all states in which RARA research has been conducted (Bauchi, Sokoto, Jigawa, Kano, Katsina and Kaduna), as well as national-level actors integrally involved in areas in which RARA conducted research (i.e., representatives from the FMOE, the National Commission of Colleges of Education (NCCE), NERDC and (WRITE OUT). Representatives from education donor organizations and NGOs will also be invited.

## 2.2 Implementation Challenges

None recorded during the reporting period.

## 2.3 M&E Plan Update

The following trainings were conducted by the RARA team. For this reporting period, a total of 115 persons were trained (**Table 8**).

**Table 8. RARA Trainings**

Activity	Research	Location	M	F	Total
HHS Endline Training	Access	Sokoto and Bauchi	34	12	46
Endline Training	Reading	Bauchi	52	6	58
IQE Parent Interview Training	Access	Sokoto and Bauchi	8	3	11
<b>Total</b>			<b>94</b>	<b>21</b>	<b>115</b>

A breakdown of organized RARA meetings and workshops is shown below in **Table 9**. For this reporting period, a total of 125 persons attended RARA organized meetings and workshops.

**Table 9. RARA Meetings and Workshops**

Activity	Research	Location	M	F	Total
ATWG Meetings	Access	Sokoto and Bauchi	18	3	21
End Line Planning Meeting	Reading	Bauchi	13	2	15
Access Research Data Review Meeting	Access	Abuja	15	2	17
Final Review of Reading Books Workshop	Reading	Abuja	7	3	10
Endline Results Analysis Workshop	Reading	Abuja	11	6	17
Fourth RAC/RTWG Meetings	Reading	Sokoto and Bauchi	37	7	44
<b>Total</b>			<b>101</b>	<b>23</b>	<b>124</b>

## 3. STAKEHOLDER PARTICIPATION AND INVOLVEMENT

Over the course of the reporting period, state partners (SUBEB, NBS, and MOE, SAME, etc.) were actively involved in a number of research activities in Sokoto and Bauchi states. For example, RARA successfully trained data collectors from the different state partners to engage in a number of endline data collection activities, such as household endline, reading research endline data collection, IQE routine monitoring, IQE endline, and parent interviews.

In September 2015 RARA organized data review meetings with respective members of technical working groups (Access and Reading), where preliminary research findings were discussed with

key stakeholders prior to the state dissemination meetings planned for October 2015. Going forward, RARA will also work closely with representatives from the Department for Social Mobilization to conduct the CSO Capacity Survey in Sokoto and Bauchi states.

## 4. MANAGEMENT AND ADMINISTRATIVE ISSUES

RARA initiated preparation for closeout of the research activity. Closeout plans have been prepared and shared with the mission for review.

**Annex B** provides the quarterly financial report for this quarter.

## 5. PLANNED ACTIVITIES FOR NEXT QUARTER INCLUDING UPCOMING EVENTS

RARA has planned the following activities to be implemented over the next two months (October – November 2015 [**Table 10**]).

**Table 10. Planned Research Activities (October – November 2015)**

Planned Research Activities	Location	Month
CSO Capacity Survey Data Collector Training	Sokoto and Bauchi	October 2015
Conduct CSO Capacity Survey	Sokoto and Bauchi	October 2015
CSO Capacity Survey (Data Entry and Analysis)	Sokoto and Bauchi	October 2015
CSO Capacity Survey (Report Writing)	Remote	October 2015
State Dissemination Meeting	Sokoto	October 2015
State Dissemination Meeting	Bauchi	October 2015
National Dissemination Meeting	Abuja	October 2015
RARA Closeout	Abuja, Sokoto, and Bauchi	November 2015

## 6. HOW IMPLEMENTING PARTNER HAS ADDRESSED A/COR COMMENTS FROM THE LAST QUARTERLY OR SEMI-ANNUAL REPORT

The feedback provided by the COR on the last quarterly report was responded to in a revised report.

## ANNEX A: PROGRESS SUMMARY

Achieved progress versus planned for the reporting period disaggregated by gender, geographic area, and other relevant factors (**Table 11**).

**Table 11. RARA Performance Monitoring Plan (PMP)**

Activity	Indicators	Data Collection Methods	Progress During Quarter	Progress to Date
<b>Component 1 Indicators</b>				
Research studies	Materials collection <ul style="list-style-type: none"> <li>• Reading instruction in Bauchi and Sokoto states</li> <li>• Instructional materials in Hausa language</li> <li>• Analytical review of the English curriculum</li> <li>• Islamiyya, Qur’anic, and Tsangaya Education (IQTE) overview</li> </ul>	Review of different materials collected for each study	N/A	Completed (Y1, Q2). All materials collected for relevant studies.
	Materials summarized <ul style="list-style-type: none"> <li>• Research study reports produced</li> <li>• Reading instruction in Bauchi and Sokoto states</li> <li>• Instructional materials in Hausa language</li> <li>• Analytical review of English curriculum</li> <li>• IQTE overview</li> </ul>	Review of reports produced	N/A	Completed (Y1, Q3)
	Research study reports disseminated	Review of distribution list for reports	N/A	Completed (Y1, Q3). Reports for all four studies posted to the EdData II

Activity	Indicators	Data Collection Methods	Progress During Quarter	Progress to Date
				website and submitted to DEC.
<b>Component 2 Indicators</b>				
Early Grade Reading Assessment (EGRA) baseline	Types of materials developed and piloted	Review of instruments and pilot report	N/A	Baseline instruments in Hausa and English completed (Y1, Q3); posted to EdData II website and submitted to DEC.
	Number of standardized learning assessments supported by the U.S. Government (USG) in Jigawa, Kaduna, Kano, and Katsina states	Review of four state exercise reports	N/A	Final report completed (Y1, Q4); posted to EdData II website and submitted to DEC.
	Analysis conducted	Review of data analysis produced	N/A	Completed (Y1, Q4)
	Reports produced	Review of state reports produced	N/A	Completed (Y2, Q2). Final report posted to EdData II website and submitted to DEC.
	Number of administrators and officials successfully trained with USG support	Review of participant lists	N/A	<ul style="list-style-type: none"> <li>• Jigawa 35M/1F</li> <li>• Kano 22M/7F</li> <li>• Kaduna 9M/1F</li> <li>• Katsina 10 M/1F</li> </ul>

Activity	Indicators	Data Collection Methods	Progress in Quarter	Progress to Date
<b>Component 3 Indicators</b>				
Hausa language learning materials	Materials reviewed	Matrix used to review materials for gender, ethnic, and other bias	N/A	Completed (Y1, Q2)
	Materials developed	Review of content and printed materials	Teaching and learning materials (Teacher's Guide, Story Read Aloud, Pupil Book, and Teacher Reflection Journal [TRJ]) for Term 3 finalized; materials for Terms 1 and 2 revised. Training materials for refresher trainings completed.	Completed teaching and learning materials for Terms 1 and 2 (Y2, Q1)
	Materials piloted	Review of pilot report	N/A	Completed (Y2, Q1)
	Data analysis completed	Review of analysis outputs	N/A	Completed (Y2, Q2)
	Reports produced	Review of final reports	Completed and submitted to USAID	Completed (Y2, Q1)
	Proportion of pupils who, by the end of two grades of primary schooling, demonstrated that they can read and understand the meaning of grade-level text	Comparison of EGRA results from pilot baseline to endline	To be completed in Q4 2015	Bauchi: 648; Sokoto:707
	Number of administrators and officials successfully trained with USG support	Training workshop attendance records	<b>Bauchi:</b> <ul style="list-style-type: none"> <li>EGRA/SSME Endline Data Collectors Training 57</li> <li>(51 men, 6 women)</li> </ul>	2015 Q1 – 169 Q2 – 75 Q3 - 124



Activity	Indicators	Data Collection Methods	Progress in Quarter	Progress to Date
	Number of learners enrolled in primary schools and/or equivalent non-school-based settings with USG support	Enrollment records for schools in the pilot of the Hausa reading research activity	<ul style="list-style-type: none"> <li>Hausa reading research 5,873 P2 pupils (Bauchi 3,040; Sokoto 2,833).</li> </ul>	Number does not change
	Number of teachers, educators, and teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	Training workshop attendance records	<ul style="list-style-type: none"> <li>Hausa reading research 169 (130 men and 39 women)</li> </ul>	Number does not change
	Number of parent-teacher associations (PTA) or similar “school” governance structures supported	School visit monitoring reports or number of PTAs and SBMCs to receive program information	No activity for the quarter	20 clusters of PTA/SBMC members
	Number of textbooks and other teaching and learning materials provided with USG assistance	Materials distribution records	Not Applicable	<ul style="list-style-type: none"> <li>Total: 15,438 (14,422 Pupil Books, 500 Teacher’s Guides, 250 TRJs, 250 Story Read Aloud books, 12 Teacher Training Manuals, 2 Coach Training Manuals)</li> <li>Set 1: 7,464 (6,700 Pupil Books, 250 Teacher Guides, 250 Story Read Aloud books, 250 TRJs, 12 Teacher Training Manuals, 4 Coach Training Manuals) for both states</li> </ul>
	Number of learners receiving reading interventions at the primary level	Monitor visit records on school enrollment and attendance	Total: 5,675 (2,428 women, 3,247 men)	Number does not change



Activity	Indicators	Data Collection Methods	Progress in Quarter	Progress to Date
	Number of standardized learning assessments supported by USG	Review of EGRA reports	EGRA/SSME Endline Completed in August 2015, Bauchi State	Completed (Y2, Q1). Baseline instruments include EGRA in Hausa; pupil, teacher, head teacher, and school supervisor questionnaire; timed and untimed classroom observation instruments; and classroom and school inventory
	Number of impact evaluations conducted	Review of pilot Hausa reading research activity evaluation report	Ongoing monitoring conducted	Endline data collection and analysis in progress

Activity	Indicators	Data Collection Methods	Progress in Quarter	Progress to Date
<b>Component 4 Indicators</b>				
Research activities	Analysis of access interventions to overcome barriers to schooling	Study findings produced	N/A	Completed (Y1, Q2)
	Almajiri Mapping Study conducted	Study findings produced	Draft AMS Report submitted to USAID	Draft completed (Y2; final report in progress)
	Integrated Qur'anic education (IQE) integration conducted	Study findings produced, IQE endline instrument, IQE Routine Monitoring Tool (i.e., Center Observation Tool and Monthly Attendance Summary Sheets).	<ul style="list-style-type: none"> <li>Conducted IQE endline data collection and routine monitoring exercise</li> <li>Finalized updates to RARA consolidated IQE database for integration study</li> <li>IQE Parents Interview Questionnaire piloted</li> </ul>	<ul style="list-style-type: none"> <li>Conducted IQE baseline, midline, endline and routine monitoring exercises</li> <li>Updated final consolidated IQE database with generated data summary tables and attendance data tracking for all 4 IQE centers in Sokoto state and all 5 IQE centers in Bauchi State.</li> </ul>

Activity	Indicators	Data Collection Methods	Progress in Quarter	Progress to Date
			<ul style="list-style-type: none"> <li>and finalized</li> <li>IQE parent and children interviews conducted in Sokoto and Bauchi states</li> <li>Final IQE research study is ongoing; to be submitted next quarter.</li> </ul>	<ul style="list-style-type: none"> <li>IQE endline conducted in August 2015 and parent interviews completed in September 2015</li> </ul>
	Nongovernmental organization (NGO) capacity mapping completed	Capacity Survey Questionnaire (CSQ) and Capacity Survey Matrix (CSM); consolidated CSO Capacity Study Database for Sokoto and Bauchi states	<ul style="list-style-type: none"> <li>Finalized RARA CSO CSQ and consolidated database for Sokoto and Bauchi states.</li> <li>Designed RARA CSO Capacity Rating Scale and Assessment Grid</li> </ul>	<ul style="list-style-type: none"> <li>Finalized CSO CSQ and CSM</li> <li>Developed and finalized RARA CSO Capacity Rating Scale and Assessment Grid</li> <li>Final CSO Capacity Study Report to be submitted in November 2015</li> <li>CSO study to be completed in October 2015</li> </ul>

Activity	Indicators	Data Collection Methods	Progress In Quarter	Progress to Date
<b>Component 5 Indicators</b>				
Information and data dissemination	Development of the strategic communication plan	Review of the plan	N/A	Completed (Y1, Q2)
	National stakeholder summit completed	Review of the list of participants	N/A	Completed (Y1, Q2)
	Bauchi State mini-summit conducted	Review of the list of participants	<ul style="list-style-type: none"> <li>RARA research data reviewed by state partners and members of TWGs</li> <li>Facilitators assigned for</li> </ul>	To be completed in Q4 2015

Activity	Indicators	Data Collection Methods	Progress In Quarter	Progress to Date
			each presentation session <ul style="list-style-type: none"> <li>• Invitation letters distributed</li> </ul>	
	Sokoto State mini-summit conducted	Review of the list of participants	<ul style="list-style-type: none"> <li>• RARA research data reviewed by state partners and members of TWGs</li> <li>• Facilitators have been assigned for each presentation session</li> <li>• Invitation letters have been distributed</li> </ul>	To be completed in Q4 2015
	Number of scientific studies published or conference presentations given as a result of USG assistance for research programs	Review of the publications and presentations	RARA reading research presented at the Comparative International Education Society annual conference in Washington, DC, March 2015	Completed (Y2, Q2)

## ANNEX C: Letter from College of Education Azare



### COLLEGE OF EDUCATION, AZARE (Office of the Provost)

**Provost: A.M. Isyaku, PhD**

P.M.B. 44, Azare, Bauchi State, Nigeria  
☎: 071-200150  
E-mail: mails4coe@yahoo.com

COEA/ADM/SOERS/115/TEMP/I/V

11<sup>th</sup> September, 2015

The Chief of Party,  
Nigeria Reading Access and Research Activity (RARA)/  
Research Triangular Institute (RTI),  
US AID,  
Abuja.

#### REQUEST FOR REPLICATION AND MATERIALS SUPPLY ON RARA TO ENHANCE READING SKILLS

You may wish to recall having engaged Two of our Staff (Usman A. Maji and Dahiru M. Yeiwa) in the implementation and facilitation of the Reading Access and Research Activity (RARA) disseminated in Bauchi State recently by your esteemed Agency.


2. Following the above, the College hereby expresses its profound gratitude and appreciation for the good gesture and the opportunity to play such a key role in your interventions. The Skills and experiences so gathered especially in the Foundational Principles of Reading by the Staff involved, remain wonderful and an invaluable asset not only to the State but the College too.

3. In view of the above, we wish to formally request for your kind permission for the introduction and replication of the same Research Programme for the benefit of the early Grade Pupils in our Demonstration Primary School using the same Officers.

4. Similarly, in order to enhance Reading at an Early Grade, the Institution will appreciate your willingness to donate some relevant materials and assist with your expertise and advice(s) for the successful step down of RARA at the College level. This will go a long way in strengthening our collaboration for a Quality Basic Education in the State.

5. Therefore, it will be highly appreciated if you could endeavour to give it the necessary favourable consideration as usual, please.

*Accept the Assurances and Esteem regards of the Provost.*

  
Gimba A. Babaji  
(D/Registrar, Gen. Adm & Linkages)  
For: Provost